DOCUMENT RESUME

ED 257 047 CS 008 035

AUTHOR Karbal, Harold, Ed.
TITLE All about Reading and Technology.
INSTITUTION Michigan Reading Association.
PUB DATE 85
NOTE 29p.
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT The Michigan Reading Journal; v18 n2 Win 1985

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Computer Assisted Instruction; *Computer Managed Instruction; Computer Oriented Programs; Elementary Secondary Education; Enrichment Activities; Newspapers; Reading Comprehension; *Reading Instruction; Reading Programs; Reading Skills; *Word Processing

ABSTRACT

The central theme in this journal issue is the use of the computer in teaching reading. The following articles are included: "The Use of Computers in the Reading Program: A District Approach" by Nora Forester; "Reading and Computers: A Partnership" by Dr. Martha Irwin; "Rom, Ram and Reason" by Candice Carlile; "Word Processing: Practical Ideas and References for Teachers" by Kathy Brown; "Computerized Comprehension" by Dianne Novak; "The Effective Use of Computers in the Reading Curriculum" by Greg Bolak; "A Lifelong Love Affair with Reading" by Dr. Anne E. Hughes; and "Using the Newspaper in the Classroom: Ten Creative Activities" by Dr. Nicholas P. Criscuolo. (EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED257047

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE MICHIGAN READING JOURNAL

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Harold Karbal

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Vol. 18, No. 2
Winter, 1985

...ALL ABOUT READING AND TECHNOLOGY...

CS008035

A Publication of the Michigan Reading Association

THE MICHIGAN READING JOURNAL

Volume 18, No. 2 **Winter, 1985**

Board of Directors

President
Karen S. Urbschat
Wayne County Intermediate
School District
Wayne, Michigan 48184

Vice President
Helen Johncock
Gull Lake Community Schools
Richland, Michigan 49083

Vice President Elect
Betty Anne Rowlands
Grand Rapids Public Schools
Grand Rapids, Michigan 49510

Secretary
Joy Muehlenbeck
West Ottawa Public Schools
Holland, Michigan 49423

Treasurer
Betty Anne Rowlands
Grand Rapids Public Schools
Grand Rapids, Michigan 49510

Journal Editor
Harold Karbal
P.O. Box 174
Southfield, Michigan 48076

THE MICHIGAN READING JOURNAL

The Michigan Reading Journal is published by the Michigan Reading Association, an intermediate council of the International Reading Association. Our *Journal*, dedicated to the dissemination of information to improve the teaching of reading, presents articles on a wide spectrum of topics and issues in reading, language arts, and literature, preschool through adult levels. The *Journal* incorporates articles which address both theory and practice. Single copy $3.00.

MEMBERSHIP

Membership in the Michigan Reading Association includes a subscription to this *Journal*. Applications for membership may be obtained from Betty Anne Rowlands, Treasurer, P.O. Box 7509, Grand Rapids, Michigan 49510.

POLICY

The viewpoints expressed in this *Journal* are those of the authors and do not necessarily represent the opinions of the Executive or Editorial Boards of MRA.

MRA CONFERENCE 1985

On behalf of the MRA conference planning committee, I would like to invite you to **"Sail Away with MRA"** on March 17-19, 1985 in Grand Rapids. The conference headquarters will be the Grand Plaza Hotel and the Grand Center will host our exhibits and various speakers.

MRA in its tradition of excellence has planned another outstanding program this year. Speakers include: Bill Martin, Jr., *"Booking for the Long Flight,"* Patricia Koppman, *"We Can't Change the Wind, But We Can Adjust the Sails"* and Dr. Zacharie Clements, *"The Winning Edge."* The Book and Author Luncheon speaker will be Sandy Asher, *"What's a Nice Kid Like You Doing in Any Book at All."*

Special events include: Computer Software Demonstrations, Past President's Reception, the Annual Dance in the Ambassador Ballroom, Legicator Panel, the Administrators Reception and the Michigan Authors Autograph Party, the popular closing event.

The book and materials exhibits, a conference favorite, are scheduled for Sunday, Monday and Tuesday with drawings for prizes provided by the exhibitors.

The strands featured in this year's program include: Assessment, Administrators, Gifted, Staff Development, Secondary Language Arts, Early Childhood and Research. Two new topics this year will be the *"Researcher to Practitioner"* panel and the *"Practitioner to Practitioner"* series, as a follow up to the *"Researcher to Researcher"* strand that has been presented at past conferences. The new reading definition, adopted by the State Department of Education and MRA will be the focus of these three strands, emphasizing the practical application in the classroom.

The MRA Local Council Brunch will be held on Sunday from 11:00 a.m. to 1:00 p.m. and will be followed by the Delegates Assembly. Local council officers are invited to attend these very important events.

Registration and housing forms are being mailed to all MRA members in November, 1984.

The conference planning committee looks forward to sharing with all educators and parents. So plan now to **"Sail Away with MRA."**

Flyers indicating the main speakers will be mailed to early registrants.

Programs will be distributed at the conference ONLY.

For further information contact: Helen Johncock, 6450 Sheffield, Hickory Corners, MI 49060.

Office phone: (616) 671-5135
Home phone: (616) 671-5789

Helen Johncock
Vice President

TABLE OF CONTENTS

From the Editor ..... Page 1
Dr. Harold Karbal

The Use of Computers in the Reading Program A District Approach ..... Page 2
Nora Forester

Reading and Computers: A Partnership ..... Page 4
Dr. Martha Irwin

Rom, Ram and Reason ..... Page 8
Candice Carlile

Word Processing: Practical Ideas and References for Teachers ..... Page 11
Kathy Brown

Computerized Comprehension ..... Page 14
Dianne Novak

The Effective Use of Computers in the Reading Curriculum ..... Page 17
Greg Bolak

A Lifelong Love Affair with Reading ..... Page 20
Dr. Anne E. Hughes

Using the Newspaper in the Classroom: Ten Creative Activities ..... Page 23
Dr. Nicholas P. Criscuolo

From the Editor...

Dr. Harold Karbal

There are two topics currently holding the attention of the education world: high technology and higher order thinking skills. Either one will evoke considerable discussion. This issue of the **Michigan Reading Journal** has as one of its central themes the use of the computer in the teaching of reading. It is inevitable that when the discussion veers toward this subject thought will be given to the introduction of television into the classroom some years ago. We had such high hopes as to what TV would do for us. It never happened. Will the same be said of the computer some years hence? As I compose this piece on my word processor, I do think things will be the same. It's like nothing that ever happened before. We seem to be absolutely engulfed in this technology. Children are engrossed in it, and we simply must learn how to take advantage of it.

Happily, we have educators in our state who are giving serious thought to using the computer in the classroom. Many thanks to Martha Irwin and her colleagues for helping us think through the implications of its use. That she feels strongly about helping teachers become aware of the possibilities of word processing in the teaching of reading and the other language arts comes out strongly in the article she wrote. Interestingly she geared her thoughts to the new definition of reading being promoted by **MRA**. Kathy Brown has looked at recently published materials and has gleaned a number of practical teaching suggestions from them. Dianne Novak describes her expriences of integrating comprehension activities with a computer into her tutoring of a sixth grade student. To add to the above fare, **IRA** Board of Director's member Nora Forester helps us see how a district plans for and implements a computer program for reading.

So that we do not neglect other aspects of reading, former **MRA** president Anne Hughes shares with us the lifelong love of reading that is basic to everything we as teachers do. What is more everyday than the newspaper? Nicholas Criscuolo has shared with us ten creative ideas to incorporate into our thinking and teaching. Our second article from Texas comes from Candice Carlile with a general article on computers which helps put the whole concept into perspective.

The next issue will deal with reading and the gifted. Do you have a program, a study you are conducting, gifted students in your class or school you wish to describe or any of many ideas you want to write up? You will be made welcome in the pages of your journal.

We are also looking for poetry written by students which would be appropriate for the journal. The work of gifted students is welcome at any time, but especially for the next issue.

Dr. Harold Karbal

The Use of Computers in the Reading Program A District Approach

Nora Forester

The impact of computers in education is increasing at an accelerating rate. The number of U.S. schools using computers in the classroom has almost quadrupled in the past two years, approximately 55,000 last year. Forty-three million dollars was spent on software along. School districts across the country are receiving pressure from parents and computer companies to put computers in every classroom.

Plan for Implementing

Northside School District in San Antonio, Texas was one of the districts receiving this pressure. Before the District administration jumped on the bandwagon to place computer labs in each elementary school, they had a number of questions concerning the instructional soundness of such programs. The administration remembered too well the machines of the 1960's that received glowing reports that would revolutionize the teaching of reading but are now on shelves forgotten and gathering dust. The claims were too much and the use of these machines was too little. They did not want this to happen again.

A district-wide committee of central office administrators, supervisors, elementary school principals, teachers, and a parent was formed to study the feasibility of implementing computer labs in all of the District schools. Computer labs had already been established in the four District high schools and several of the middle schools. These labs were used mainly for the teaching of math, not language arts. At the elementary level, computers were limited to an experimental reading program in the fifth grade on one campus.

Nora Forester
Reading Coordinator
San Antonio, Texas
Member, Board of Directors, IRA

The major task of the committee was to decide how the computer lab would be adapted to meet the needs of the instructional program. Another task was to preview software, being that the quality and quantity of software would be one criteria to be used in the selection of hardware.

There seemed to be adequate software for math, but the selection was very limited in other areas, especially in reading and language arts. Most of the software available for reading was drill and practice type programs teaching skills in isolation and having a tendency to fragment the language arts program. Most programs were nothing more than workbook activities put together by computer programmers having little or no experience in the teaching of reading.

One exception was the Individual Reading Instruction System (IRIS), developed by the World Institute for Computer Assisted Teaching (WICAT), Educational Institute in Provo, Utah. Northside District, through a Federal grant, had the opportunity to field-test this program in one of the elementary schools. A comprehension computer program for intermediate grade students in the form of a series of newspuper stories, the activities fall into five comprehension categories: drawing inference, deleting

unnecessary information, constructing logical arguments, using new vocabulary, and using study skills to investigate the reading materials further. This program, written by reading educators and programmers, proved successful.

The computer committee realized the need for one person with expertise in computers and in education to coordinate the District computer programs and recommended the District employ a computer coordinator. This recommendation was accepted. The computer coordinator continued to work with the committee to implement the program in the District.

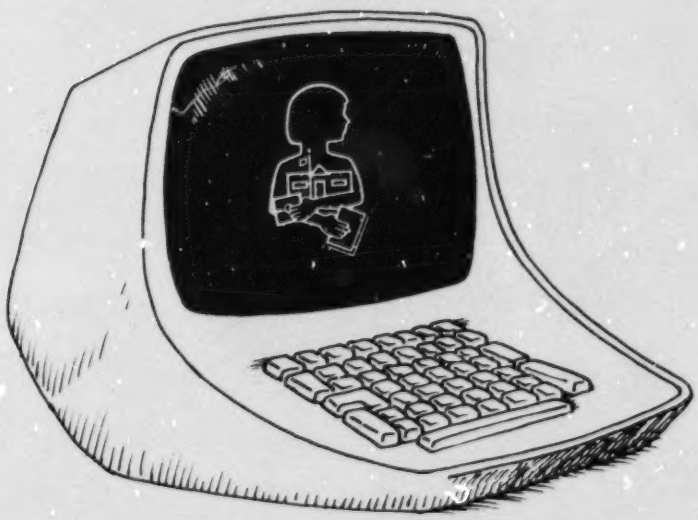
Since the study by the committee has been completed, the District is in the process of placing four Apple IIe computers and one printer on each campus using available Chapter II funds. Buying the same hardware for all District elementary schools helps to assure compatability and provide the lowest price. Additional computers will be purchased for each campus as funds become available.

The next phase of the program will be to provide microcomputer training for all elementary school principals and teachers. The District does not want teachers to be forced into using a technology they know little about or feel inadequate in using.

A committee of principals, teachers, and supervisors, under the direction of the computer coordinator, will continue to screen software in order to make recommendations to schools to insure that all software is compatible with the instructional program. The list will contain several suggested programs so schools will have some flexibility in their selection.

Conclusion

With proper application, the future is bright for the use of computers in the reading program. As teachers become computer literate, they will be more involved in developing quality computer programs. Computers will be used not only for instruction, but also for recod keeping, assessment, charting students' progress, word processing, and inventories, which will give the teacher more time to devote to the instruction of students. The use of computers in the classroom is not just another technological fad that will eventually fade away. We should capitalize on its strengths.



Reading and Computers: A Partnership

Dr. Martha Irwin

Current theory and research is providing important new insights about the reading process and reading instruction. These insights have led to a new definition of reading which was approved by the **Michigan Reading Association** in 1983: *"Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation."* (Michigan Reading Association, p. 1) The new definition and its implications will provide support and encouragement for teachers to use instructional strategies designed to help students comprehend and apply information gained from printed materials.

Rapid developments in technology are heralded as providing exciting possibilities for contributing to the education of students. However, most of the software programs that are flooding the market under the label of reading are based on a definition of reading as a static process in which students are expected to master a mass of subskills in order to handle printed materials. Such programs can send reading instruction backward into history and turn children away from interest in both computers and reading. On the other hand, technology can be used in interactive, constructive and dynamic ways which will promote both reading development and computer literacy.

Dr. Martha Irwin
Professor of Teacher Education
Eastern Michigan University

In this article, attention is given to flexible and open-ended programs and computer activities which are consistent with the interactive theory of the reading process. Interrelated reading and computer activities are advocated. Recommendations are made for types of computer programs which can complement and extend the ongoing curriculum in language arts and in reading in the content areas. Suggestions are offered for activities which will develop both students' reading abilities and their facility in operating computers to carry out functions for which technology is best suited.

Why a Partnership is Needed

Computer users will find themselves facing new types of demands in the language arts areas. They will need to follow directions explicitly. They will need to know when it is appropriate to refer to software manuals and other types of documentation as well as how to locate the specific information needed at the moment. When using spelling or grammar checkers, people must make decisions about whether or not a word or sentence structure should be changed and, if so, what the change should be. Data bases and information retrieval systems will require users to locate, select, organize and evaluate information.

Not only does computer operation entail reading, it can be a means for helping students acquire these necessary abilities. Good computer programs can motivate

reading and provide meaningful situations for applying language arts and study skills. Use of flexible, functional software programs, such as word processing and data base management systems, will help students become computer literate and will help them acquire the reading and language arts strategies to deal with technological materials. Clearly a partnership between reading literacy and computer literacy will help students become more proficient in both areas.

What To Do First

In accord with the new definition of reading, educators must guide students to focus upon the **WHAT** (the nature of the materials being read), the **WHY** (the purpose for reading), and the **HOW** (ways to approach the material in order to reach the recognized purpose). (Michigan Reading Association, p. 3) Although a large percentage of the drill and practice software programs pay little attention to the **WHAT**, the **WHY** and the **HOW**, software is available that can contribute to an interactive theory of reading. Unfortunately, locating and using good computer programs can be a problem for teachers who are apprehensive about mechanical things, including computers, or who think there is too much to learn in order to integrate computer activities within the classroom program.

A wise approach is to start on a small scale and integrate computer activities into the good practices already in use. This can be done with just one software program -- a word processing program. The teacher need learn only one set of commands and need not be concerned about programming or the mechanical operation of the computer. As the teacher and students become familiar with word processing, undoubtedly they will find many ways to use this versatile tool and can reap more and more benefits with a minimum investment of time and money.

Word processors, though not advertised as "*reading programs*," can provide some very dynamic, constructive and interactive activities for readers. Consider, for example, using a word processor in a small reading group where the children dictate a language experience story which the teacher types. Then, the children can revise the sequence and make other editorial changes, which the teacher can show on the screen by using a few simple keyboard commands. The children can watch the teacher save their story on a disk, take it to the printer in the workroom, insert a ditto master in the printer, and run off copies of the story for all to read.

Small groups of older students can use the "*find*" and "*replace*" features on the word processor to insert synonyms or to alter sentence patterns so as to influence the style of a passage or to change the mood, the characterization or the setting. Before reading about a topic in science or social studies, the students can enter their predictions about the printed material and organize their predictions into categories or topics and subtopics. After reading the textual presentations, they can evaluate their predictions and expand, reorganize and revise their information.

Two articles which appear in this journal offer suggestions for using word processing in the reading program. Kathy Brown summarizes a wealth of practical ideas and provides a bibliography for teachers who want more complete descriptions of the activities. Dianne Novak describes her tutoring experiences with a sixth grade girl who needs help with comprehension and who is now using the word processor to create her own comprehension lessons.

Word processing packages designed especially for schools are on the market. Most of them provide specific teaching ideas either in the documentation or on accompanying disks. At least one has the capabilities for large-size print both on the screen and on the printer. More complex word processing programs, designed for home or business markets, can also be used successfully in schools. However, it is not necessary to get an expensive program that has a lot of sophisticated features, many of which will not be used.

What To Do Next

Adding a data base program to the word processing package will extend the values to be realized through an integration of technology with reading instruction. One of the first activities with a data base program in the primary grades might be the creation of a personal file for each child, including name,

address, favorite TV program, favorite ice cream flavor and color of hair. After an individual file has been created for each class member, the students can learn to search for all of the children who like strawberry ice cream, or who live on Main Street, or who have brown hair and watch a particular television program. Data bases about animals, types of transportation or occupations can be created and searched in various ways.

Older students might plan together and develop files about inventors, countries, uses of electricity, fictional characters or any topic from science, social studies, music, mathematics, art, or current events. Locating and selecting the data to put into the files will necessitate meaningful application of study skills and will demand more purposeful use of reference materials than copying the first two hundred words of an encyclopedia article in order to make a report. Once the data have been located and entered, particular items can be searched and studied in order to see relationships, e.g., the relationships between weather and crops or between social conditions and inventions.

There is a trend in the educational software publishing market to provide composite packages for school purposes. The components may include a program to help students originate and organize ideas in the pre-writing stages, a word processor, a data base system, and perhaps a program to allow students and teachers to write mail to one another or even to communicate by computer network with students in other classrooms, building or states.

Several programs, some with and some without accompanying word processors, will help students generate and organize information about which to write. The students, with teacher guidance, design a series of questions or sub-topics for a category. Then they search for pertinent information to enter into the data base, after which they can use the material to generate reports. Various types of composition and pre-writing programs are available, with some having specific prepared questions and topics to which the user must respond, while others allow the students to be more directly involved in establishing the topics and sub-topics.

How To Go Forth into More Adventures

Good computer simulations and reading adventure programs, while not as open-ended and flexible as word processing and data bases, offer opportunities for students to predict, make choices, and consider factors that affect decisions and their outcomes. These types of programs have both advantages and problems when used in the classroom.

In a simulation, the intent is to represent a real event, such as selling hot dogs, trekking across the continent in colonial days, or sailing across the ocean. The subject matter is non-fictional, often in the area of social studies or science. Simulations cannot, of course, re-create all of the conditions of the real event and the outcome may depend as much upon conservative responses of students and the luck of computer random generation of events as upon understanding the factors of the situation being represented.

Reading adventure programs are fictional explorations. The problem for the user might be to release animals, find treasures, solve a mystery, gather archeological evidence, or go on a camping trip. The student must make decisions which then branch the story in the direction chosen. The games may be replayed with the user taking different paths each time. The plots of current adventure programs tend to be mysteries and science fiction stories, thus they present a limited range of story structures. Many of them are criticized as containing violence and as being sexist.

Despite the concerns, simulations and adventure games motivate many young people. The programs can generate much discussion when students are allowed or encouraged to plan strategies or to work in small groups to decide on particular responses. Questions about the accuracy and authenticity of simulations and about biases in adventure games provide opportunities for engaging students in critical evaluation of materials.

Involving students in the *creation* of simulations and adventure programs offers more learning opportunities than simply having them respond to the situations. With careful planning, these programs can be developed in such a way that students gain

increased awareness of story structures and of organization of information. For example, the paths of action for an adventure program might first be diagrammed with a structured overview in which each block indicates an alternative. (See figure 1) After the mapping has been done, students -- individually or in teams -- write the segments of the adventure. Planning for coherence in the plot, for determining logical conclusions, and for consistency in writing style entails many language arts skills.

The computer programming for a simulation or adventure game can be done in BASIC or LOGO. Often a student can do the programming, if the teacher has not mastered the language. If BASIC is being taught to students, the programming of an adventure game can be a very meaningful way to introduce PRINT, GOTO, INPUT, and IF/THEN.

The list processing capabilities of Logo, of which many people are unaware, can be used to program short adventure games. Logo can also be used for writing sentences, poetry and stories in which the user inputs personalized data. Students who develop their own list processing programs using Logo gain many insights into the structure of the English language (and possibly other languages as well). Anyone who is involved with computers as an educational tool is encouraged to look into the possibilities of LOGO as a programming language, as a learning philosophy, and as a way for students to gain increased understandings about languages in general.

However, neither the teacher nor the students have to do the programming of adventure programs and simulations. Utilities programs are available which provide the framework in which the students can insert their story segments and can indicate the branching desired. These programs can also be adapted to non-fiction reports and book reviews.

How To Integrate Reading Literacy and Computer Literacy

People read for information and enjoyment. If students get information and enjoyment when engaged in the reading process, they are learning to read and reading to learn. Carefully selected computer programs can help them gather information and enjoy reading, thus helping them acquire reading abilities. Open-ended computer programs, such as word processing, data bases and utilities programs offer the best possibilities for relating the use of technology to the interactive theory of the reading process.

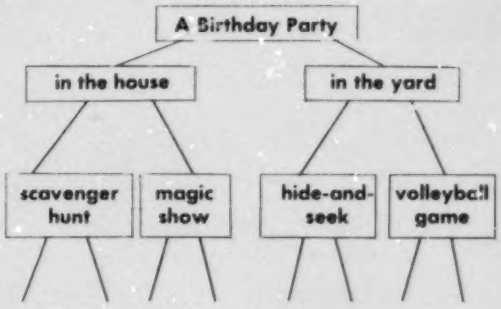
Reading literacy and computer literacy are acquired by *reading* books and by *using* computers to accomplish our purposes. Let's have reading lessons in which students really read for information and enjoyment. Let's have lessons in which students use the computer as a tool in ways which truly take advantage of its unique capabilities and functions. Let's use technology wisely as one means of implementing the new definition of reading.

REFERENCE

Michigan Reading Association. **Reading Redefined: A Michigan Reading Association Position Paper**, 1983.

FIGURE 1

DIAGRAM FOR THE START OF AN ADVENTURE GAME



Rom, Ram and Reason

Candice Carlile

The age of information has arrived. We in public education are about to embark on a voyage through some very treacherous, uncharted water called computer education. In most instances, this trip has been mandated by our highly technological society and higher educational bodies who proclaim that the present system of education is inadequate. We are being set asail for the purpose of discovering a panacea for all of our instructional ills. This article speaks to both administrators and teachers in providing a course of examining issues and directions for this newest of educational endeavors.

Plotting the Course

There are many factors which will ultimately determine if the incorporation of computers into education will result in a tremendous step forward or a dismal fall backward in providing meaningful instructional experiences for kids. Here are a few of these factors for consideration:

- Adequate funding for programs
- Teacher acceptance and cooperation
- Efficient management in scheduling and use of computer time

Candice Carlile
University of Houston
Pasadena, Texas

- The determination and measurement of sound educational objectives
- The critical evaluation of software before incorporation into the instructional program

The factors which will be addressed in this article, acceptance and cooperation of teachers, determination and measurement of objectives, and evaluation of software, are perhaps the most important because they ultimately determine the only means of unlocking and opening the door to the future of computers in education.

Boarding the Vessel

To what degree should teachers become computer literate? The majority of our public school systems are presently wrestling with this question. Joseph Weizenbaum (1984), a professor of computer science at the Massachusetts Institute of Technology, addresses this issue by saying that everyone need not know the mechanics of computer language to be able to successfully deal with the new technology. He sees computers as becoming more and more invisible in our lives as they assume the function of simply being components in more complex instruments which students and teachers will operate. On the other hand, The Elementary and Secondary Schools Subcommittee of the Association for Computing Machinery (1981), has identified specific competencies that they feel should be required of every educator:

(1) The ability to read and write simple computer programs
(2) Experience or training in using computers in education
(3) An awareness of the capacity and limitations of computers

(4) A working knowledge of computer technology and the history of computer applications

(5) A basic understanding of the ethical and social implications of using computers.

So, how many hours of training and how involved should teachers be expected to become in working with the computer? I suggest that teachers should make that determination. Decisions should come after careful consideration of the following questions:

- How comfortable do I feel teaching with machines?
- Am I interested in learning more about computers?
- Do I feel that the computer might be able to help me meet the needs of some students that I have been unable to reach?
- How seriously is my school district committing itself to the promotion of computer education?

A national survey conducted in 1983 (Ingersoll, Smith and Elliot) indicated that a majority of teachers, at all grade levels, had favorable attitudes toward microcomputers in the classroom. Allowing teachers a choice as to their degree of involvement in the program can only add to its chances of success.

Setting Sail

We can't move forward if we don't know where we're going. Once there is funding available to operate and teachers willing to implement, the most critical factor is that of establishing a roadmap or set of objectives for our program. Gary Donhardt (1984) stresses that this cannot be done until a philosophy of education is determined. One's epistemological orientation will not only determine what will comprise the educational experience but also how the material will be presented. To formulate a philosophy in regard to computer education, one might begin by answering the following questions:

(1) What are the long range national and state goals regarding computer education? What adjustments must be made on a district level to be in compliance with these goals?

(2) What is the established philosophy of the school district regarding the teaching/learning experience? Where should the computer fit into this process? Will it be necessary for the teacher's role to change with the introduction of the computer into this environment?

(3) Does the existing curriculum emphasize teacher-centered or child-centered education? Should the computer be used for discovery learning, motivational techniques, transmission of information, drill and practice, or all of the above?

(4) What expectations does the community have of the school in regard to computer education? Is simply making children "literate" sufficient? What responsibility does the school have in promoting the future of our society?

These quesions and many more must be considered before a comprehensive philosophy of computer education can be establisned for a school district. Only after this step is taken can meaningful goals and objectives be determined. With this, curriculum evaluation procedures can be established to provide continuous feedback on the program so that it can be revised to keep pace with rapidly changing research and technology.

Stephan Chorover (1984) warns educators about following an established "recipe for disaster" in which they introduce computers from the top down. The hardware is chosen, software is ordered, teachers are trained and then everyone tries to establish the goals and objectives of the program. The very last step is usually to look back at the established system to try and figure out whether it will indeed be helpful in meeting these goals and objectives. He emphasizes, that teachers and students should be involved at all stages of the planning process when establishing a computer education program.

Sink or Swim?

Whether teachers choose to be simply at the user level of computer literacy or devote hours after school writing programs, there is one task which each must perform to insure quality computer instruction. That task is the one of critically evaluating every piece of software which passes through the classroom door. This is definitely not a task to be performed by supervisory personnel over

coffee at the administration building. Only classroom teachers are aware of the changing needs, capabilities and limitations of their students. Only teachers are there to observe the comments, frustrations and joys which a particular software program can generate. The National Survey on Microcomputers in American Public Schools (1983), which was mentioned earlier, uncovered the overwhelming concern of teachers for quality software. Current software was considered to be "dull, unimaginative, and of questionable pedagogical soundness." Teachers felt that many of the programs constituted no more than electronic flashcards and workbooks. This poor quality of "first wave" software is primarily due to the fact that few of the programs have learner objectives and virtually none are subjected to critical field testing with kids. So, the safest way to approach the issue is to consider your classroom an experimental environment and make a conscious effort to evaluate each software program using these or similar questions.

- Is an ability level specified?
- Are learner objectives presented?
- What is the purpose of the program? Is it to teach, reinforce, motivate? How difficult is it to use? Can the student understand what he is to do without teacher intervention?
- How long does the program run? Will it fit into my classroom schedule?
- What is the auditory and visual quality of the program? Do the graphics and colors add to the instruction or do they distract?

Schools should only purchase software on a trial basis, with time allowed for teachers to screen the material and return that which is of poor quality. As long as we continue to accept substandard software from dealers the quality of the offerings will not improve. It is up to responsible educators, not software dealers, to set the standards for our instructional materials.

Conclusion

There is no way to avoid the entry of the computer in o public education. Naisbitt (1982) says that there will soon be three required languages in our society: English, Spanish, and computer. It is our responsibility as educators to welcome this new technology into our schools with both enthusiasm and reason. Willis, Johnson and Dixon (1983) warned that most innovations in education fail because of "enthusiastic missionaries of technology who allow their enthusiasm to overwhelm their sensibilities." We must proceed cautiously in deciding philosophies, writing goals and objectives, establishing curriculum evaluation procedures and enlisting dedicated teachers to insure the success of our programs. If computer education goes the way of progressive education, we have only ourselves to blame. Let's take the necessary time and precautions to be sure that we can all swim before jumping into the ocean!

REFERENCES

1. Chorover, Stephen L. (1984). Cautions on computers in education. **Byte**, 9, 223-226.
2. Donhardt, Gary L. (1984). Microcomputers in education: elements of a computer-based curriculum. **Educational Technology**, xxiv, 30-32.
3. Ingersoll, Gary, Smith, Carl and Elliot, Peggy (1983). Microcomputers in American public schools: a national survey. **Educational Computer**, 3, 28-31.
4. Naisbitt, John (1982). **Megatrends**. New York: Warner Books.
5. Poirot, Jim, Taylor, Robert, and Powell, Jim (1981). Teacher education, a report in **Topics: Computer Education for Elementary and Secondary Schools**. New York: Association for Computing Machinery, 18-27.
6. Weizenbaum, Joseph (1984). Another view from MIT. **Byte**, 9, 225.
7. Willis, Jerry W., Johnson, LaMont D., and Dixon, Paul N. (1983). **Computers, teaching and learning**. Oregon: Dithium Press.

Word Processing: Practical Ideas and References for Teachers

Kathy Brown

No doubt your school has computers now and you are wondering how to use them wisely. One of the most versatile uses is word processing, particularly in conjunction with a printer. Most software is limited to a specific game (or set of games) or perhaps a subject area, while word processing uses area as varied as the writers' imaginations. Many different word processing programs are available, as are study typing programs which can aid in faster and more independent use of the computer. Listed in the following paragraphs are a number of activities teachers have described as being successful, and which could be easily adapted for your classroom use. These activities include creative writing, newspapers and newsletters, language experience, and outlining.

Creative Writing

Most creative writing activities can easily be done on a word processor. Children can write fan letters, thank you letters, letters to the newspaper, monster stories, stories about favorite movies or TV programs, and even software reviews (Huntington, p. 23) Other possibilities are science fiction stories, poetry, and choose-your-own adventure stories. A printer can enhance poetry with special shapes and print styles. Choose-your-own-adventure stories are excellent for learning sequence and branching.

Kathy Brown
Eastern Michigan University

Children will also enjoy writing secret letters or messages on the word processor. In one classroom, cited in the Geoffrion book, over 1500 letters were written in one year. (Geoffrion, p. 146) For those such as Fred Huntington who subscribe to the idea that the best way to learn to write well is to write lots, that is very encouraging. (Huntington, p. 23)

The shell story is particularly effective with a word processor. A shell story is made on a master disk with built-in blanks for such things as a child's name, town, address, friends, favorite animal's name, and so on. Each child can insert his own information, enter it using the search and replace feature, and then enjoy a story suited just to him.Children can save their own creative work and shell stories on disks for later review or editing, and can save a variety of stories over a term to print as a book. Illustrations can be added by hand or with the computer, perhaps using Logo.

Robert Morgan also recommends using the word processor to contrast writing styles by comparing a piece with vivid adjectives to another without such descriptors. Students can also take a "bare bones" piece and add descriptive words to enrich it. The pieces can then be printed and compared with others. (Morgan, p. 9) Another twist would be to write a familiar story several different ways, such as presenting it as a newspaper article, comic book, politician's speech, or a romance. Some good examples of this are given in the **Bank Street Writer** Student Activities section, p. 5-5. Speed and ease of editing are

the rationale for doing these activities on the word processor.

Word processing has also been successful for encouraging students to revise work. Virginia Bradley notes that "research has shown that revision is one of the most important parts of the composing process, but students don't receive much instruction in how to do it, and they don't revise very much." (Bradley, p. 733) A word processor enables the writer to quickly move, add, or delete words, sentences, or paragraphs, thus encouraging more extensive editing. Specific activities for re-arranging sentences in a paragraph, dividing an essay into paragraphs, and removing repetitious words or phrases are given in the Student Activity portion of **Bank Street Writer**, pp. 5-9 to 5-19.

Virginia Bradley reported on a study with small groups of sixth graders who were first introduced to the computer and then used a word processor to do sentence combining, a technique which has been used to improve writing fluency. She noted that students were generally able to grasp the editing and typing concepts rapidly, completed the sentence combinations successfully, and appeared to enjoy the whole process. (Bradley, p. 742) Having students type their own material in this way is advantageous in terms of teacher time as well as in providing meaningful independent work for students.

One teacher used a word processor to teach paragraph structure to educationally handicapped children. After being introduced to the parts of a paragraph, the class chose a popular topic: chocolate chip cookies. A teacher-typed list was made of the succulent details of the subject; then the main idea statement, supporting details, and closing statement were compiled. Another day students reviewed the paragraph parts on a hard copy and underlined each in different colors to highlight them. Later activities included using similar paragraph structure in other writing assignments. In this class the teacher typed and printed the paragraphs, students edited their own work, and then received a hard copy as their reward. (Littlefield, September 1983, p. 26-7) This activity seems appropriate for regular classrooms as well.

For children whose poor handwriting is a major block to both writing and revising, the word processor offers a good way to bypass those problems. The poor handwriter can instead concentrate on the product of his efforts rather than the pencil process, hopefully changing his negative attitude about writing as he sees the ease of moving text and the professional appearance of his final text.

Newspapers and Newsletters

Little expense is usually involved in word-processed class newspapers. Reporters can write articles, editors correct and do revisions, and typesetters arrange material for printing -- all on a disk or two. (Mason, p. 553) This requires coordination and scheduling and quite a bit of group work, all useful for students to learn. According to Donald Graves, it is very important to publish children's work frequently, because children who see that their work is read by other students, parents, and friends, instead of just the teacher, are far more likely to take the time to write and edit carefully. (Green, p. 21) Typing and printing with a word processor makes frequent publishing relatively easy.

A fifth grade social studies class used word processing to develop a newsletter. After reading materials about Aztecs, each child wrote a paragraph on what he learned. The paragraphs were typed by the teacher and printed without students' names. The entire class reviewed the paragraphs to develop a list of possible Aztec topics. Students then wrote short reports on an individual topic, using the material from the first-draft paragraphs and other research. These reports were typed and printed, and then edited in turn by the original student writer, a small class group, and finally the whole class for syntax, spelling, and clarity. The result was a professional appearing newsletter. Each draft was teacher-typed and computer-printed for speed, ease of revision, and professional product. The entire process took 3-4 days. (Wolff, p. 799) In this case, a major advantage was that students spent a great deal of time on the editing tasks and were able to read easily what the words were, rather than struggling over each other's handwriting.

An interstate classroom newspaper is being run by mailing disks between schools in Alaska and California. Students write on a variety of subjects, from sports to making a bologna sandwich. In the process many cultural and geographical differences have become apparent. Students are using **The Computer Chronicles Prompter**, a software tool which guides students' writing in English or Spanish and which contains prompts for the type of story being written. Editorial boards are set up to coordinate stories and do editing. Editors are required to give reasons for accepting or rejecting stories. They know that their work will be read in distant places by other students so they try to be very careful. The venture has been so successful that a company has been set up to foster this type of exchange and to establish international editions. (Horowitz, p. 48)

Outlining

Another use for word processing is to teach outlining. After generating or being given a list of words, phrases, or sentences, students can learn to use the word processor to create outlines. Text movement is so simple that in a short time phrases can be moved or changed without tedious re-copying. (Mason, p. 553)

Language Experience Activities

Some teachers, especially in primary grades, have used **Bank Street Writer** and other programs to record individual or group language experience stories. Ease of editing allows discussion and revision of stories rapidly, and each child can get a printed copy as he watches. (Mason, p. 552) LEA is even easier when a large monitor is available for groups to view. Children feel as if what they say is more important when displayed on a screen, and even better when printed neatly on paper. Virginia Bradley asserts that use of computers with LEA has brought: (1) longer stories, (2) more changes and corrections made **during** the process, (3) less loss of interest as speedy typing enters ideas, and (4) children happy to get a hard copy. (Bradley, p. 737)

One minor note of caution about using computers is sounded by Fred Huntington, asserting that "*...it is not enough to buy...a program, show the child how to turn on the computer, and say 'Go to it.' You must sit down with the student, go through the directions together, and supervise at least for a while.*" (Huntington, p. 22) However, since the skills of writing, editing, and revising will bear fruit in so many areas of the curriculum, you will find the effort very worthwhile. With well-planned lessons and the inherent high student interest in computers, you should be able to use this valuable technology to good advantage in your reading and writing program.

BIBLIOGRAPHY

Balajthy, Ernest. "Computer Simulations and Reading." **Reading Teacher**. 37 (March 1984), 590-593.

Bank Street Writer Users Handbook (Scholastic School Version). New York: Scholastic, Inc., 1982.

Boudrot, Thomas. "Writing Skills & Word Processing: 8 Easy Steps to Get You Started." **Teaching and Computers**. Preview Issue (Spring 1982), 28-30.

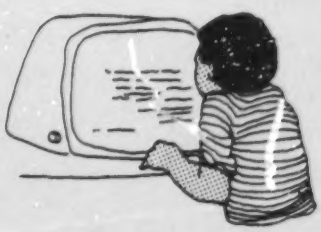
Boudrot, Thomas. "Beulah's Brew." **Teaching and Computers**. 1 (October 1983), 27-29.

Bradley, Virginia N. "Improving Students' Writing with Microcomputers," **Language Arts**. 59 (October 1982), 732-743.

Geoffrion, Leo D. and Olga P. **Computers and Reading Instruction**. Reading, Massachusetts: Addison-Wesley, 1983

Green, John O. "Computers, Kids and Writing: An Interview with Donald Graves." **Classroom Computer Learning**. 4 (March 1984), 20-24.

(Continued on Page 22)



Computerized Comprehension

Dianne Novak

When I was first introduced to computers, I had no idea the effect they would have on my life or the lives of my students. Throughout the last 1½ years I have become proficient at using microcomputers in nearly all aspects of my life. One of the areas that has been most affected is my role as a teacher.

I have been doing private tutoring for several years, relying on traditional methods (games, role reversals, and paper and pencil tasks) for working with my students. Though these methods were generally successful, I was often unhappy with using the same kinds of activities that frustrated my students in the classroom. Furthermore, I was tired of spending long hours developing individualized materials.

Since my area of teaching specialty is reading, the majority of my students seek help in the language arts. For help in this area, I have found the computer to be a particularly helpful tool when used as a word processor.

Throughout my teaching experiences I have gathered numerous ideas for dealing with various reading difficulties. Recently I began selecting some of the most worthwhile ideas and transposing them into computer programs and/or activities. I have found this surprisingly easy to do, and "selling" these activities to my students even easier! They often seem unaware they're doing the same "boring" activities on the computer that they used to do with paper and pencil. I have watched with great pleasure as their interest and motivation have increased and success rates heightened.

I have been particularly pleased to watch the progress of Inga, one of my current students. Inga has excellent phonic and word recognition skills, though her comprehension is very low, approximately three years below her sixth grade level. When I first began working with Inga, I used several of the traditional methods previously mentioned. After two months of work, I noticed little difference in her reading ability but a large drop in interest. I had not used the computer with Inga, as comprehension activities did not seem suited to that medium. Now, however, I decided it was time to "computerize" Inga and her comprehension development program. I spent several hours developing activities using my Commodore 64 computer and OmniWriter word processing system. The results have more than paid for the time invested.

One of the mainstays in Inga's comprehension program has been a large variety of cloze procedures. These activities, which consist of reading passages with selected words replaced by blank spaces, are helping Inga to develop her usage of context clues, broaden her vocabulary, and become more aware of passage content. The development of numerous cloze procedures can be time consuming and frustrating. (I always forget to leave the blanks!) However, with the word processor, there is no problem. I can quickly type in passages and later go

Dianne Novak
Eastern Michigan University

back and replace specific words with blank spaces. My beginning word processing students can even type in their own passages. They, like most beginners, are more than willing to type anything, just for practice. They can even proof their passages with the aid of a spelling checker. Once a passage is entered and saved, it is a simple task to retrieve it from the disk, insert the blank spaces, and resave the "cut" passage. Inserting the blanks can be easily done with the search and replace function found on most word processors, or by scrolling through the passage. The ability to save the "uncut" and "cut" passages on disk allows extra mileage from one passage, as it is always possible to retrieve any passage, modify it, and resave it under a different file name. (Montgomery, 1984)

Previously, when doing the cloze activities with paper and pencil, Inga would become frustrated quickly. She would leave many blanks unfilled and be satisfied with improper syntactic or semantic responses. Now, however, she strives to fill each blank with an acceptable response. When she completes the activity on the screen she is pleased, but when she receives the hard copy, a rare moment of pride appears on her face!

Also, her ability to assist in the development of activities has been an enlightening and motivating experience for her. I use many different sources for the development of the cloze activities. (Bortnick & Lopardo, 1973) Inga often provides the material herself with a story, newspaper article, game instructions, or content area text. These variations have not only helped to develop Inga's comprehension, but also to adjust her reading rate according to the material. She has begun to note that certain kinds of words have greater importance in different types of passages.

Part of the success of Inga's program is due to the variations from the standard "deletion of every fifth word in a passage." One of the most successful variations is the deletion of specific types of words, such as nouns, verbs, adverbs, or adjectives. (Bortnick & Lopardo, 1973; Montgomery, 1984) I often let Inga create these activities herself. I type in the original passage (Figure 1) and then have her go through and blank out all occurrences of a certain type of word, perhaps nouns (Figure 2). At a later time, after I have standardized the length of the blanks (Figure 3), I have Inga fill the blanks with new nouns (Figure 4). Then, we compare her passage to the original (still stored on disk) to note how the new nouns have changed the meaning of the passage.

A related activity is the omission of key words or parts of words. For example, the first or last words in each sentence can be deleted, or prefixes, suffixes, or root words can be the basis for the activity.

Another type of practice is provided by omitting large sections of text from a passage. Often I delete the central or ending portion of a passage and have Inga fill in the gap. This type of activity was previously very frustrating for her and she would make little attempt to create a sensible, let alone creative passage. Doing this activity with the word processor seems to have sparked her interest and creativity. This has really surprised me. Perhaps the computer screen and blinking cursor are less intimidating and more encouraging than a blank sheet of paper. Also, it seems the knowledge that writings can be quickly and easily changed and will always appear in neat, readable form, is truly enough to motivate even the poorest of writers. (Daiute, 1982; O'Brien, 1984) By merely providing a different tool for writing, Inga's compositions have not only grown in length, but in content as well. Also, she is more willing to rewrite or add on to passages.

One of the nicest outcomes of using the computer and word processor with Inga has been her change in attitude. She is more willing to try new activities and to correct old ones. Also, she now takes the work done with me and proudly displays it to her classroom teacher, family, and friends. She is no longer a "closet tutee" but a happy computer student! Since I keep in close contact with Inga's mother I was always aware when she "forgot" to bring her papers home. This is no longer a problem for I always have a copy on disk. Thus, no more lost paper syndrome!

Obviously, the computer and word processor can be used for much more than creating cloze procedures and developing creative writing. Perhaps not every student can enjoy the success Inga has, but isn't it worth a try?

Figure 1

One night the Smiths went for a walk in the forest. They came upon a large clearing. Suddenly, it started to rain softly. They ran back through the woods to their cabin. When they went inside, they found a green box on their kitchen table. The box was quietly moving. The Smiths watched the box all night. The next morning it turned into a beautiful bird and flew towards the sun.

Figure 2

One ----- the ------ went for a ---- in the ------. ---- came upon a large --------. Suddenly, -- started to rain softly. ---- ran back through the ----- to their -----. When ---- went inside, ---- found a green --- on their kitchen -----. The --- was quietly moving. The ------ watched the --- all -----. The next ------- -- turned into a beautiful ---- and flew towards the ---.

Figure 3

One ----- the ----- went for a ----- in the -----. ----- came upon a large -----. Suddenly, ----- started to rain softly. ----- ran back through the ----- to their -----. The ----- was quietly moving. The ----- watched the ----- all -----. The next ----- ----- turned into a beautiful ----- and flew towards the -----.

Figure 4

One time the alien went for a ride in the spaceship. It came upon a large star. Suddenly, it started to rain softly. It ran back through the rain to their ship. When he went inside, he found a green marshin on their kitchen table. The marshin was quietly moving. The marshin watched the ship all day. The next day he turned into a beautiful flower and flew towards the ground.

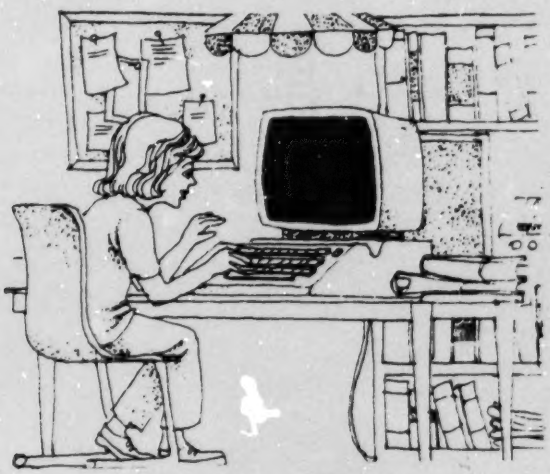
REFERENCES

Bortnick, R., and G. Lopardo. "An Instructional Application of the Cloze Procedure." **The Journal of Reading**. 15 (January 1973), 296-300.

Daiute, C. "Word Processing: Can It Make Good Writers Even Better?". **Electronic Learning**. 1 (March/April 1982), 29-31.

Montgomery, J. "Cloze Procedure: A Computer Application." **The Computing Teacher.** 11 (May 1984), 16-17.

O'Brien, P. "Using Microcomputers in the Writing Class." **The Computing Teacher.** 11 (May 1984), 20-21.



The Effective Use of Computers in the Reading Curriculum

Greg Bolak

As we enter the '80's we have become a computerized society. The words mainframe, micro, and data base became part of our every day life. It was only a matter of time before the advantages of microcomputers were viewed in terms of academic growth. This was a new frontier for both publishers and pedagogues. Seeing the potential market programmers and publishers wanted to capitalize on it. Some produced well thought out and sound educational materials, while others threw together anything and everything imaginable and labeled it "educational." Teachers reacted in one of three ways: suspicion, interest, or support. Those who were suspicious remembered the funds spent on the cure-alls. Those who were interested realized the possiblity of usefulness. Those who were supportive saw the practicality in regard to record keeping, review and motivation, but only after serious consideration of their reading programs. It matters little what category you are in, computer assisted instruction is here to stay. Why not take advantage of it?

Perhaps the first thing to understand is why computerized learning can fail. The following items are the major inhibitors of successful computer usage in the classroom. Too often teachers rush into the purchase of disks that look appealing. In their haste they end up with a conglomeration of programs that stress no particular objective or objectives. Overuse is another pitfall. Students do not need to be on the computer every day. Too much computer instruction causes the motivational value to decrease. Buying disks without previewing them can be a teacher's downfall and an advertiser's delight. Programs that look great in a catalog can often fall far short of their pronounced claims. There are two important elements that are overlooked that concern the student; sending the child to the computer without any explanation of the lesson or how the computer is to be used. Sending the learner to the computer without any introduction or practice on a skill is inviting disaster. Equally catastrophic is assuming the child knows how to use the computer. Teaching the function of the keyboard is an objective in itself. Why are the keys scattered? Do I enter a letter or whole word? Do I push the space bar or the return key? How do I erase my mistakes? Why did everything disappear when I pushed the reset button? These are only a few of the questions that will be asked at one time or another, usually when you are trying to interact with other students engaged in another lesson. A teacher must also take into account the difficulty of the directions that appear on the screen. Imagine what can go through the mind of a primary unit student who is working on beginning sounds, if the entire face of the monitor is filled with instructions.

In order to avoid problems before they arise you must decide on what you wish to accomplish, what programs relate to the objective, how long will each child spend at the computer, and what computer skills are necessary to facilitate ease of the computer's capabilities. Think of your reading curriculum before you purchase any software. Word games and speed reading programs may be glamorous but useless if the thrust of your program is comprehension skills. Keep your purchases in line with your objectives! Time on task is an important consideration. Has the child demonstrated mastery of a specific objective? If so, there is no reason for him to

keep pushing keys. The time spent on the computer should be quality time and not redundant. The computer can be excellent for matching instructional level with the aptitude of the learner, if used correctly. Prior to any computer exercise the children should be made aware of what will be asked of them. The teacher should demonstrate how to choose and enter answers so that the children can effectively interact with the program. This modeling will save time for everyone in the classroom. If the instructor defines the objectives, chooses the correct level of difficulty, models the necessary behaviors, and provides reinforcement from both the teacher and the technology, the microcomputer can be an excellent tool for remediation, reinforcement, and enrichment. If some of these techniques sound like the effective teaching philosophy, you're correct.

In order to avoid a "shotgun" approach to learning the teacher should determine what objective or objectives are to be stressed. In the reading lab we strive to remediate or strengthen the areas of student weakness. We must first determine the deficit on which we will focus our attention. This can be done by an item analysis of standardized tests, diagnostic tests or teacher-made tests. We then must determine whether or not there are other elements or parts necessary to the accomplishment of the broader objective. A skill such as synonyms would be a singular objective while comprehension is multifaceted. Now we can begin to select appropriate software. The software should reflect the skills on which we will be working. If at all possible, the teacher should preview it. The software should reflect the grade level of the students and be graduated in terms of difficulty. Programs that start easy and progress to hard provide needed success for some students and a challenge for others.

Now that we have the format and materials in hand, it is time to teach the lessons. There are two of them, one deals with curricular subject matter and the other on the operation of the microcomputer to be used by the child. Subject matter takes precedence at all times. It is here that explanations are given, questions are answered, directions are given and activities provided. This is something a computer cannot do well. Even a "tutorial" program has few responses when compared to a teacher. It is a fact that when it comes to the introduction of lessons we humans do a much better job. After the lesson has been taught and practice activities provided, we can utilize the technology. We must first explain to the student how to interact with the computer. We would do this by stressing the appropriate keys, correction of mistakes, and entering of a response. This area of instruction takes on less and less importance as the child becomes familiar with a wider variety of programs and the functions of the keyboard. The computer adds another dimension to our activities and one that is greatly enjoyed, if care is taken to avoid confusion and disappointment in the student.

While the children are engaged in the computer assisted instruction we should check to see what specific difficulty the children are having with the given lesson. Do the children truly understand the subject matter? Is there a particular question or skill

with which the majority of the class has problems? These are two of the most important areas to which we become attuned. There are some programs with teacher record keeping features that do this. By going into the software's filing system a child's or group's mistakes and positive responses are documented. This information can be used to pinpoint areas to be retaught. Attention must also be paid to the child's interplay with the program. If this is not a concern, we could have a child whose knowledge of the subject matter is adequate but not reflected in his scoring due to improper keyboard usage. By being alert we can minimize the amount of unnecessary mistakes.

Perhaps the strongest attribute of the computer in education is its ability to give immediate reinforcement, motivate, and totally involve the student. With computer assisted instruction there is no lag time between student response and reinforcement of that reaction. The reinforcement can take many forms because of the computer's graphic capabilities. The same animated graphics that provide reinforcement also motivate. Many of the programs use the correct responses along with graphics to aid the student in reaching a goal. Building a moonbase, feeding animals, making words disappear, and following a path to its end are only a few of the items used to promote correct responses. Our children accept the challenge of computer lessons with the same fervor that they accept the challenge of a video game. The micro can easily focus and direct the student's attention on the lesson at hand. It can be used as a study carrell without the physical boundaries. The time spent at the computer is, more often than not, quality time and time spent involved with the lessor..

There is no denying the fact that the computer has had a profound effect on society. Computer training has been mandated by many school districts, encouraged by administrators, and requested by parents. We as educators are being asked to respond. By careful and well thought out selection of material, knowledge of the technology's potential, and meaningful incorporation of computer assisted instruction into our reading curriculum, we can respond in a positive manner.

Greg Bolak
Monica School
Area D
Detroit Public Schools

A Lifelong Love Affair with Reading

Dr. Anne E. Hughes

"Of All the diversions of life, there is none so proper to fill up its empty spaces as the reading of useful and entertaining authors."

Ibid

As a Child...

Nothing is as beautiful or more fun than to read to the Toddler who brings his favorite book to you and requests a reading of the same old book which you have read aloud over and over and over. This is the stage in life when the wonderful world of words come through the magic of **sound**. The little listener responds to the words by laughing, by loving, by fantasizing and even by falling asleep with the warmth of the story thoughts dancing in his head. The sense of sight adds to the imagination of the tot as the colorful faces of animals, flowers, toys, children, families and fairies dance across the pages.

This is the beginning of what can be a life-long love affair with reading.

As a Young Learner...

Many five year olds enter school as kindergartners with a good sense of reading as they have been read to by adults for a number of their few years. The fortunate children among them have gained a sense of reading by becoming listeners, speakers and observers of the language. For children who are products of adults with a strong sense of "parenting," life is full of language-signs. The signs of **changes in nature have words**, the **things of home have words** and all the **signs of the community have words**. If there is a doubt, ask the next child you meet to identify a traffic stop light, a "Star Wars" character or the McDonald arches. There are numerous other sight-signs and words that are as familiar to children as eating or breathing itself. Thus many youngsters enter school with great enthusiasm and interest in reading. Teachers need only feed this natural interest by introducing the young learner to the development of reading skills which will give him the opportunity to expand his reading horizons.

Dr. Anne E. Hughes
Staff, Our Lady of the Lake University
San Antonio, Texas

As a Young Student...

Unfortunately, the "formal" period called reading in the elementary school sometimes lessens the fresh enthusiasm the young child brings to school. The wise, motivating teacher, however, teaches the skills of reading using the wealth of children's literature as the vehicle. Examples of this can be seen throughout the whole of the literature.

Phonics:

Can you think of a happier or more musical way of teaching phonics through poetry or rhyme?

"Birds are swarming,
Southward **bound**;
Bruised fruits rot,
Upon the **ground**."

In Quest of Treasure
Irma G. Rhodes, p. 51

"On every rose
A diamond **crown**
Illuminates
Her velvet **gown**."

Same as above
p. 24

Whether the consonent is initial, medial or final the pronunciation is heard in either isolation or in a blend and enjoyed as a key which unlocks a meaning with the understanding of the word itself.

Structure:

The magic of words lies in the fact that the structure of words determines the single word which can be changed or modified by prefixes and/or suffixes added to the root of the word. Then there is the unusual spelling system of the English language. Because there are many ways to learn, it is not unusual that learning is more likely to occur if "fun" or excitement is part of the language-learning environment. Is it any wonder why **Alice in Wonderland** by Lewis Carroll is a classic?

"Find out how it feels suddenly
to grow nine feet tall ___ or to shrink
to a tiny three inches!
Alice's world is like none you've
ever known."

The structure of thought may be a word, a phrase or an entire story but comprehension is the goal of the reading experience and human emotions are an inherent part of this experience or this experience have lasting meaning.

As a Young Adult...

The more we read, the more we realize that reading is such a necessary part of living that we take it for granted. For success in school, reading is an essential in every subject, at every level and for every day. Let's consider some steps for becoming avid readers:

(1) Study the known to predict the unknown. This is essential for good, comprehensive reading in the physical sciences and the social sciences.

Getting Along in Your Family (by Naylor) is a book which explores various aspects of living in a family and helps students to understand the dynamics of human relationships.

The Accident (by Carrick) helps an understanding father learn to master his grief over a sudden death.

(2) Examine people and events for everyone can be new and different and threatening.

Social Studies presents stories of real life people and events and through the continuing adventure and intellectual involvement of reading, the different can become known and understood, if not always accepted. The customs and habits of the world can be learned through words written about others. In **Jaguar, My Twin** (by Lipton) we read that the Zinacantecs of Mexico believe that each person has a twin spirit from the animal world! Strange, you say, but many believe and act upon this belief so it is important that we understand this heritage and these people.

(3) Expand your vocabulary to say just what you want to say by using the right words.

Words become a part of us by reading and hearing these words in context and then using them in our daily conversations. The more often we read new words in daily experiences, the more readily we understand how they can be used and the more easily we can make those words work for us and our daily needs.

As a Mature Adult ___ Until Death Do Us Part:

As our title stated, *"reading is a life-long love affair."* The reader leaves school, whether that be at the high school level or beyond the college years, reading all the way along. That ability helps him achieve a diploma, a college degree and, finally, a place in the world of work. It is a sure thing that success at work or business requires reading mastery to attain a position and the opportunity to grow on the job. As important, or maybe more important is the place of

recreational reading. In this age of stress-related jobs, the joy of reading for sheer recreational purposes cannot possibly be measured. If there is any doubt of this, just look around you. On every train, on every plane, in every hotel lobby, in all airline terminals of the world, we see readers reading all the time. They are reading newspapers, magazines, tabloids, and books both paperbacks and hardbounds. And these readers are those persons who are "on the road." It would be impossible to estimate the readers and what they read among the more settled of our communities. An interesting group is the Senior citizen group of our people. There you find the real appreciators of the printed word. Just picture "Gertie" a warm and wonderful 84 year old "youngster" who is the most knowledgeable and interested personality to the fact that she is an inveterate reader. She can talk with the best of them on matters such as reasons for the latest national election results, the great success of her beloved Tiger Baseball World Champions, the state of affairs in the U.S.S.R., the work of the new Prime Minister of Canada, the latest women's fashions, and on and on. Need we wonder further why Gertie is a popular member of any group for she has an alive and lively love-affair with reading. As Kipling said (to paraphrase the great writer), she *"walks with Kings but does not lose the common touch."*. She loves words and they love her in return.

(Continued from Page 13)

Horowitz, P. "Eight Model Schools: An End-of-the-Year Report." **Electronic Learning**. 3 (May/June 1984), 18.

Huntington, Fre. "Home Remedies." **inCider**. 2 (September 1984), 21-25.

Kaake, Dianne M. "Teaching Elementary Age Children Touch Typing as an Aid to Language Arts Instruction." **Reading Teacher**. 36 (March 1983), 640-644.

Kleiman, Glenn M. "Learning with Computers: Potentials and Limitations." **Compute!** 6 (February 1984), 120-121.

Kramer, Sharon. "Word Processing in a Logo Environment." **Electronic Learning**. 3 (March 1984), 70.

Kuechle, Nancy. "Reading, Writing and Programming." **Computers, Reading & Language Arts**. 1 (Fall 1983), 7-10.

Littlefield, Patti, "Teaching Writing with a Word Processor." **Academic Therapy**. 19 (September 1983), 25-29.

Littlefield, Patti, "Word Processors in the Classroom: Two Views." **Computers, Reading & Language Arts**. 1 (Fall 1983), 38-39.

Mason George. "The Word Processor and Teaching Reading." **Reading Teacher**. 37 (February 1984), 552-553.

Morgan, Robert. "Computer Uses in the Elementary Grades." **North Carolina English Teacher.** 39 (Winter 1982), 7-10.

Ohanian, Susan. "What Does It Take to be a Good Computer Teacher?" **Learning**. 13 (March 1984), 30-33.

Resnik, Hank. "Creative Teachers Make Computers Part of the Job." **Learning**. 13 (March 1984), 32-40.

Simon, Herbert A. "Computers in Education: Realizing the Potential." **American Education**. 19 (December 1983), 17-23.

Wolff, Franz E. "Word Processing is a Tool for Comprehension." **Reading Teacher**. 37 (April 1984), 799.

Using the Newspaper in the Classroom: Ten Creative Activities

Dr. Nicholas P. Criscuolo

It has been estimated that approximately eighty percent of elementary classrooms use a basal reader as the major vehicle for reading instruction. Since the days of Dick and Jane, there have been many changes in the format and design of basal readers. Although their use is frequently criticized in the literature, they do have broad-based appeal for many youngsters who read them.

Publishers have made vast improvements in the content of basal readers and many teachers find that the Teachers Manuals accompanying a particular series contain many useful and practical ideas for developing important reading skills.

One major concern, however, surrounding the use of basal readers is that some teachers use them to the exclusion of other appealing materials such as kits, trade books and other worthwhile material. In working with classroom teachers, I find that the newspaper is one of the most valuable teaching resources a teacher can use. The contents are timely. Youngsters consider the newspaper as an adult medium and its varied content has something for everyone.

In the New Haven public schools, every youngster in the third, fifth and seventh grade receives either the morning or afternoon newspaper once a week. After teachers conduct a variety of activities using the newspaper, the students are allowed to keep it -- thus fostering the price of ownership concept.

Dr. Nicholas P. Criscuolo
Supervisor of Reading
New Haven Public Schools
New Haven, Connecticut

What are some creative activities teachers can use which are newspaper-based and appeal to children? The remainder of this article will describe briefly ten ideas which have proved successful in enriching and reinforcing reading skills.

1. Newspaper ads give a great deal of information about almost anything one needs to buy -- from cars and horses to a guitar or a dog. Ask the children to watch the For Sale columns to find something they wish to own. If they have something they no longer need, help them write an ad to sell it.

2. Have primary grade children look at a full-page grocery ad and find the three least expensive items on the page. Grocery ads use adjectives, to describe their products to make them more appealing. Many of these words appeal to the senses. Have the children look at a page of grocery ads and see if they can find such words and circle them. For example: red (appeals to sight), sweet (taste), fresh (appeals to most of the senses).

3. Ask the children to look through the newspaper and find a picture of an object that each member of the family might find useful. Let them tell you to whom each object would be useful, and how it would be useful.

4. Have the children look through the newspaper and circle the names of cities, states, countries and bodies of water. Get them to divide a sheet of paper into four columns and label those four categories at the head of each column. Have them write the words in the proper columns. Then ask them if

they have been to any of these places. Ask where they would like to go and why?

5. Have the children find a Lost and Found ad that they think has an interesting story behind it. Discuss with them what might have happened before the ad was placed and what might happen now. Let them pretend that they are the animal or thing that was lost and write a story about what happened.

6. Select several news items from the paper and cut off the lead paragraph. Ask the children to exchange items among themselves and to write a new lead paragraph for the news items. After this is done, have them compare their paragraphs with the original.

7. Have each student select unfamiliar words from the newspaper and keep a record of the words and their definitions. Words can be chosen from any part of the newspaper, and each student should contribute a word to a vocabulary/spelling list for the entire class. These vocabulary words can also form the basis for some good creative writing exercises.

8. Most children enjoy reading about their favorite TV and movie stars, sports heroes and government officials in the newspaper. Ask the children to select one celebrity and to watch the paper every day for articles or items which tell about the exploits of the person they selected. These clippings can be pasted into a scrapbook and shared with other members of the class.

9. Some of the words in use today have only existed for a few years - "*biodegradable*," for instance, and "*multimedia*." The meanings of others, like "*charisma*," have changed as the result of events. Have the child find words in the newspaper which have been created as a result of news events or developments in science and technology. Ask the students to think of new words which might be in use a decade from now.

10. Editorial cartoons appearing in newspapers should be collected by the children for one or two weeks. Encourage each student in the class to take a stand on one of the issues presented in the cartoons and write a persuasive editorial expressing his/her particular point of view on an issue.

Although there is broad application for using the newspaper in the classroom, there is another dimension for its usage which we often overlook. That is the home connection. After a parent-teacher conference, parents often ask what materials they can use at home to help their children in reading. A good answer to this question is the newspaper since it is inexpensive and comes into so many homes.

There are many ways parents can use the newspaper with their children. The author has written a parent brochure published by **IRA** entitled "*You Can Help Your Child in Reading by Using the Newspaper.*" It is now available in Spanish and French and offers many tips on how parents can use this resource at home.

Single copies of this brochure are free upon request by sending a #10 self-addressed, stamped envelope to: "*Newspaper Brochure*", **International Reading Association**, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19714-8139. Quantities of 100 are available at a cost of $5.00 per 100 from the same address.